

RUBRICS  
For  
PROJECTS  
And  
LEARNING BEHAVIORS

# Rubric for the Holistic Assessment of Critical Thinking across the Curriculum

## **4 Accomplished** (precise, insightful, balanced, perceptive, and unified)

**Does all or almost all of the following:**

- Interprets information (data, ideas, or concepts) accurately, appropriately, and in-depth in new contexts
- Employs formulas, procedures, principles, or themes accurately, appropriately, and/or creatively in new contexts
- Explain—accurately and thoroughly—multiple solutions, positions, or perspectives that balance opposing points of view
- Creates a detailed conclusion or complex solution that is complete, well-supported, logically consistent, and often unique
- Integrates ideas or develops solutions that are exceptionally clear, coherent, and cohesive

## **3 Competent** (accurate, relevant, multiplistic, logical, coherent)

**Does many or most of the following:**

- Presents information (data, ideas, or concepts) accurately and appropriately in familiar contexts
- Applies formulas, procedures, principles, or themes accurately and appropriately in familiar contexts
- Describes two or more solutions, positions, or perspectives accurately
- Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented
- Connects ideas or develops solutions in a clear and coherent order

## **2 Developing** (correct, appropriate, dualistic, reasonable, consistent)

**Does many or most of the following:**

- Reports information (data, ideas, or concepts) in familiar contexts with minor inaccuracies, irrelevancies, or omissions
- Uses appropriate formulas, procedures, principles, or themes in familiar contexts with only minor inaccuracies
- Identifies simple solutions, over-simplified positions, or perspectives with only minor inaccuracies
- Offers an abbreviated conclusion or simple solution that is mostly consistent with the evidence presented, with minor inconsistencies or omissions
- Arranges ideas or solutions into a simple pattern

## **1 Beginning** (inaccurate, inappropriate, singular, illogical, fragmented)

**Does all or almost all of the following:**

- Copies information (data, ideas, or concepts) often inaccurately, incompletely, or omits relevant information
- Labels formulas, procedures, principles, or themes inaccurately, inappropriately, or omits them
- Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position, or perspective
- Attempts a conclusion or solution that is inconsistent with evidence presented, that is illogical, or omits a conclusion or solution altogether
- Lists ideas or expresses solutions in a fragmentary manner, without a clear or coherent order

\*This rubric is intended for use in the assessment of student learning and the improvement of instruction.

**Complex Thinker**  
(critical thinking and problem solving)

	1	2	3	4
<b>Indicators</b>	<i><b>Rarely Demonstrates</b></i>	<i><b>Sometimes Demonstrates</b></i>	<i><b>Usually Demonstrates</b></i>	<i><b>Consistently Demonstrates</b></i>
Applies prior learning experiences to new situations	• Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with ongoing assistance	• Demonstrates use of prior knowledge to acquire new knowledge or develop new skills with moderate assistance	• Usually demonstrates use of prior knowledge to acquire new knowledge or develop new skills	• Consistently demonstrates use of prior knowledge to acquire new knowledge or develop new skills
Considers multiple perspectives in analyzing and solving a variety of problems	• Ignores alternative points of view in analyzing/solving problems	• Offers superficial analysis of a few alternative points of view in analyzing/solving problems	• Usually offers adequate analysis and evaluation of major points of view in analyzing/solving problems	• Consistently demonstrates thorough analysis and evaluation of major points of view in analyzing/solving problems
Generates new and creative ideas and approaches to developing solutions	• Applies creative thinking to generate ideas and approaches to solving problems with ongoing assistance	• Applies creative thinking to generate ideas and approaches to solving problems with moderate assistance	• Usually applies creative thinking to generate ideas and approaches to solving problems	• Consistently applies creative thinking to generate ideas and approaches to solving problems
Evaluates the effectiveness and ethical considerations to a solution and make adjustments as needed	• Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with ongoing assistance	• Applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient with moderate assistance	• Usually applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient	• Consistently applies critical thinking to evaluate solutions based on solid information and change position when evidence and reasons are sufficient

# Holistic Critical Thinking Scoring Rubric

Facione and Facione

**4**

Consistently does all or almost all of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

**3**

Does most or many of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted, non-fallacious conclusions.
- Justifies some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

**2**

Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

**1**

Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons, and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.

## Problem Solving Rubric

Scoring Criteria (improve critical thinking skills through instruction incorporating inquiry, analogy, inference, induction, deduction, analysis, synthesis, and evaluation)	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
<b>Identifies a problem:</b> - Originality and quality of idea, appropriate level - Independent and dependent variables (inquiry, analogy)				
<b>Provides a solution:</b> - Logical Cause and Effect identified (inference)				
<b>Identifies a workable solution:</b> - General outline provided (induction, deduction)				
<b>Uses research data:</b> - Thorough research to provide adequate introduction to the problem is summarized - Two or more major sources provided and relevant information highlighted (analysis)				

Develops a creative and innovative approach to solve a problem. (synthesis)					
Collaborates with others in reaching the solution, if applicable.					
Organizes the solution. (evaluation)					
Delivers the solution.					
Presents the solution in an innovative way.					



## **Problem Solving Rubric**

### **Understanding the Problem**

- 5 Complete understanding of the problem
- 3 Part of the problem misunderstood or misinterpreted
- 1 Complete misunderstanding of the problem

### **Planning a Solution**

- 5 Plan could have led to a correct solution if implemented properly; multiple plans considered
- 3 Partially correct plan based on part of the problem being interpreted correctly; only one plan considered
- 1 No attempt, or totally inappropriate plan

### **Solving the Problem**

- 5 Correct answer and correct label for the answer
- 3 Copying error; computational error; partial answer for a problem with multiple answers
- 1 No answer, or wrong answer based on an inappropriate plan

### **Reflecting on Problem/Solution**

- 5 Checks work for accuracy. Identifies whether or not there are errors in the problem, plan, or solution and corrects them.
- 3 Checks work for accuracy, but needs guidance to make corrections
- 1 Doesn't check work



## Communication - Group Discussions

Scoring Criteria	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Participates in group discussions.				
Encourages others to join the conversation.				
Maintains the pace of the discussion to achieve goals.				
Shares ideas and thoughts.				
Offers constructive criticism and recommendations.				
Credits others for their contributions and ideas.				
Empathizes with others.				
Requests input from others to reach an agreement.				
Expresses ideas and thoughts.				

# Classroom Discussion Rubric

	Exemplary	Effective	Minimal	Unsatisfactory
<b>SUBSTANTIVE</b>				
• States and identifies issues	Accurately states and identifies issues	Accurately states an issue	States a relevant, factual, ethical, or definitional issue as a question	Does not state any issues
• Uses foundational knowledge	Accurately expresses relevant foundational knowledge pertaining to issues raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised during the discussion	Accurately expresses relevant foundational knowledge pertaining to an issue raised by someone else	Does not express any relevant foundational knowledge
• Stipulates claims or definitions	Pursues an issue with a stipulation	Does not stipulate a claim or definition	Does not stipulate a claim or definition	Does not stipulate a claim or definition
• Elaborates statements with explanations, reasons, or evidence	Pursues an issue with one or more elaborated statements	Pursues an issue with at least one elaborated statement	Elaborates a statement with an explanation, reasons, or evidence	Does not elaborate any issues
• Recognizes values or value conflict	Recognizes values or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict	Does not recognize value or value conflict
• Argues by analogy	Uses analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion	Does not use analogy to advance the discussion
<b>PROCEDURAL</b>				
• Invites contributions from others	Engages others in discussion by inviting their comments	Invites comments from others	Does not invite comments from others	Does not invite comments from others
• Acknowledges the statements of others	Engages others in the discussion by acknowledging their contributions	Does not acknowledge the statements of others	Does not acknowledge the statements of others	Does not acknowledge the statements of others
• Challenges the accuracy, logic, relevance, or clarity of statements	Constructively challenges the accuracy, clarity, relevance, or logic of statements made	Responds in a civil manner to statements made by others by challenging its accuracy, clarity, relevance, or logic	Does not challenge the accuracy, clarity, relevance, or logic of statements	Does not challenge the accuracy, clarity, relevance, or logic of statements
• Summarizes points of Agreement/disagreement	Summarizes points of agreement and disagreement	Does not clearly summarize points of agreement	Does not summarize points of agreement or disagreement	Does not summarize points of agreement or disagreement

# Effective Communicator

Indicators	1 <i>Rarely Demonstrates</i>	2 <i>Sometimes Demonstrates</i>	3 <i>Usually Demonstrates</i>	4 <i>Consistently Demonstrates</i>
Listens to, interprets, and uses information effectively	<ul style="list-style-type: none"> <li>• Listens to the ideas and opinions of others and demonstrates understanding of the communication with ongoing assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to the ideas and opinions of others and demonstrates understanding of the communication with moderate assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Usually solicits and actively listens to the ideas and opinions of others and demonstrates adequate understanding of the communication</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently solicits and actively listens to the ideas and opinions of others and demonstrates thorough understanding of the communication</li> </ul>
Communicates effectively and clearly through speaking, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	<ul style="list-style-type: none"> <li>• Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with ongoing assistance</li> <li>• Communicates with logic or coherence with ongoing assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Determines purpose for communicating, organizes and presents information to serve the purpose, context and audience with moderate assistance</li> <li>• Communicates with logic and coherence with moderate assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Usually determines purpose for communicating, organizes and presents information to serve the purpose, context and audience</li> <li>• Usually communicates information with logic and coherence. Intended purpose is usually explicit and most major points are elaborated.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently determines purpose for communicating, organizes and presents information to serve the purpose, context and audience</li> <li>• Consistently communicates information with logic and coherence. Intended purpose is explicit and all major points are fully elaborated</li> </ul>
Reads with understanding various types of written materials and literature and uses information for a variety of purposes	<ul style="list-style-type: none"> <li>• Seeks information through reading various types of written materials with ongoing support</li> <li>• Rarely self corrects and takes risks</li> <li>• Makes predictions and draw influences with</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks information through reading various types of written materials with moderate support</li> <li>• Sometimes self corrects and takes risks</li> <li>• Makes predictions and draws inferences with</li> </ul>	<ul style="list-style-type: none"> <li>• Usually seeks information through reading various types of written materials</li> <li>• Usually self corrects and takes risks</li> <li>• Usually makes predictions and draws</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently seeks information through reading various types of written materials</li> <li>• Consistently self corrects and takes risks</li> <li>• Consistently makes predictions and draws</li> </ul>

	ongoing assistance	moderate assistance	accurate inferences	accurate inferences
Communicates effectively and clearly through writing, using appropriate forms, conventions, and styles to convey ideas and information for a variety of audiences and purposes	<ul style="list-style-type: none"> <li>• Demonstrates understanding and meaning derived from print with ongoing assistance</li> <li>• Organizes sequence of ideas/events that moves reader through the writing from beginning to end with ongoing assistance</li> <li>• Demonstrates writing that appears to say what the writer thinks and feels with ongoing assistance</li> <li>• Rarely uses words or phrases that are precise and/or imaginative</li> <li>• Rarely demonstrates writing that shows a good grasp of standard writing conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding and meaning derived from print with moderate assistance</li> <li>• Organizes sequence of ideas/events that moves reader through the writing from beginning to end with moderate assistance</li> <li>• Demonstrates writing that appears to say what the writer honestly thinks and feels with moderate assistance</li> <li>• Sometimes uses words or phrases that are precise and/or imaginative</li> <li>• Sometimes demonstrates writing that shows a good grasp of standard writing conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Usually demonstrates understanding and meaning derived from print</li> <li>• Usually organizes sequence of ideas/events that moves reader smoothly through the writing from beginning to end</li> <li>• Usually demonstrates writing that appears to say what the writer honestly thinks and feels; conviction or caring is evident</li> <li>• Usually uses words or phrases that are precise and/or imaginative</li> <li>• Usually demonstrates writing that shows a good grasp of standard writing conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates thorough understanding and meaning derived from print</li> <li>• Consistently organizes sequence of ideas/events that moves reader smoothly through the writing from beginning to end</li> <li>• Consistently demonstrates writing that appears to say what the writer thinks and feels; conviction or caring is evident</li> <li>• Consistently uses words or phrases that are precise and/or imaginative</li> <li>• Consistently demonstrates writing that shows an excellent grasp of standard writing conventions</li> </ul>
Observes and makes sense of visual information	<ul style="list-style-type: none"> <li>• Observes and draws inferences and logical conclusions based on observations with ongoing assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and draws inferences and logical conclusions based on observations with moderate assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Usually observes and draws inferences and logical conclusions based on observations</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently observes and draws logical inferences and conclusions based on observations</li> </ul>

# Thinking and Reasoning Skills Rubric

	4	3	2	1	0
Comparing & Contrasting	The student includes all important characteristics on which the items should be compared or contrasted.	The student includes the most important but not all characteristics on which the items should be compared or contrasted.	The student excludes some critical elements on which the items should be compared or contrasted.	The student uses trivial elements to compare or contrast the items.	No judgment can be made.
Analyzing Relationships	The student identifies the main (superordinate) pattern running through the information along with all minor (subordinate) patterns.	The student identifies the main (superordinate) pattern running through the information.	The student addresses some of the features of the main (superordinate) pattern running through the information but excludes some critical aspects.	The student does not address the main (superordinate) pattern running through the information.	No judgment can be made.
Classifying	The student organizes the items into meaningful categories and describes the defining characteristics of each category.	The student organizes the items into meaningful categories but does not thoroughly describe the defining characteristics of the categories.	The student organizes the items into categories that are not very meaningful but address some of the important characteristics of the items.	The student organizes the items into categories that are illogical or trivial.	No judgment can be made.
Argumentation	The student provides a well-articulated and detailed argument containing no errors in logic.	The student provides a well-articulated but not detailed argument containing no errors in logic.	The student presents an argument that makes a point but is not well articulated or contains some significant errors in logic.	The student's argument makes no clear point or has so many errors in logic that it is invalid.	No judgment can be made.
Induction	The student constructs a valid generalization and clearly articulates the logic of this generalization based on the specifics that have been identified.	The student constructs a valid generalization but does not clearly articulate the logic underlying that generalization.	The student constructs a generalization that has some relationship to the specifics that have been identified; however, the specifics do not totally support the generalization.	The student does not construct a generalization or constructs one that is not at all supported by the specifics.	No judgment can be made.
Deduction	The student generates a valid prediction or conclusion and accurately articulates the relationship between the prediction or conclusion and the principle or premise that was used.	The student generates a valid prediction or conclusion but does not completely articulate the relationship between the prediction or conclusion and the principle or premise that was used.	The student generates a prediction or conclusion that is only partially supported by the premise or rule that was used.	The student does not generate a prediction or conclusion or generates one that is not at all supported by the premise or rule that was used.	No judgment can be made.
Experimental Inquiry	Student designs and conducts an experiment that adequately tests a well-articulated hypothesis. When experiment is completed, student fully and accurately explains results in light of hypothesis.	The student designs and conducts an experiment that adequately tests a well-articulated hypothesis but does not completely explain the results in light of the hypothesis.	The student designs and conducts an experiment that is related to but does not adequately test the hypothesis.	The student does not design and conduct an experiment or designs one that has no relationship to the hypothesis.	No judgment can be made.

Investigation	The student thoroughly and accurately identifies what is known about the subject of the investigation and presents a well-articulated solution to the confusions or contradictions associated with the situation.	The student thoroughly and accurately identifies what is known about the subject of the investigation but does not fully address the confusions or contradictions associated with the situation.	The student presents a partial description of what is known about the subject of the investigation.	The student's description of what is known about the subject of the investigation is severely flawed.	No judgment can be made.
Problem Solving	The student selects the solution that is the most effective for overcoming the obstacle or constraint and accurately explains why it is the most effective of the possible solutions.	The student selects the solution that is the most effective for overcoming the obstacle or constraint but does not completely explain why it is the most effective of the possible solutions.	The student selects a solution that overcomes the obstacle or constraint but is not the most effective solution given the options.	The student selects a solution that does not overcome the obstacle or constraint.	No judgment can be made.
Decision Making	The student uses relevant criteria to select the most appropriate option. The student explains why the option selected is the most appropriate.	The student uses relevant criteria to select the most appropriate option but does not completely explain why the option selected is the most appropriate.	The student uses criteria that are related to the situation but not the most relevant, or the student selects an option that is not the most appropriate given the criteria.	The student uses criteria that are unrelated to the situation.	No judgment can be made.

## Critical Thinking Rubric

Identifies and summarizes the <b>problem/question</b> at issue (and/or the source's position).	<u>Emerging</u> Does not identify and summarize the problem, is confused or identifies a different and inappropriate problem. Does not identify or is confused by the issue, or represents the issue inaccurately.	<u>Mastering</u> Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other. Identifies not only the basics of the issue, but recognizes nuances of the issue.
<b>Level/Comments:</b>		
Identifies and presents the STUDENT'S <b>OWN hypothesis, perspective and position</b> as it is important to the analysis of the issue.	<u>Emerging</u> Addresses a single source or view of the argument and fails to clarify the established or presented position relative to one's own. Fails to establish other critical distinctions.	<u>Mastering</u> Identifies, appropriately, one's own position on the issue, drawing support from experience, and information not available from assigned sources.
<b>Level/Comments:</b>		
Identifies and considers <b>OTHER</b> salient <b>perspectives and positions</b> that are important to the analysis.	<u>Emerging</u> Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue.	<u>Mastering</u> Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information.
<b>Level/Comments:</b>		

Identifies and assesses the key assumptions.	<u>Emerging</u> Does not surface the assumptions and ethical issues that underlie the issue, or does so superficially	<u>Mastering</u> Identifies and questions the validity of the assumptions and addresses the ethical dimensions that underlie the issue.
<b>Level/Comments:</b>		
Identifies and assesses the quality of supporting data/evidence and provides additional data/ evidence related to the issue.	<u>Emerging</u> Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect. Does not distinguish between fact, opinion, and value judgments.	<u>Mastering</u> Examines the evidence and source of evidence; questions its accuracy, precision, relevance, completeness. Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, & acknowledges value judgments.
<b>Level/Comments:</b>		
Identifies and considers the influence of the context* on the issue.	<u>Emerging</u> Discusses the problem only in egocentric or sociocentric terms. Does not present the problem as having connections to other contexts-- cultural, political, etc.	<u>Mastering</u> Analyzes the issue with a clear sense of scope and context, including an assessment of the audience of the analysis. Considers other pertinent contexts.
<b>Level/Comments:</b>		



Identifies and assesses <b>conclusions, implications and consequences</b> .	<u>Emerging</u> Fails to identify conclusions, implications, and consequences of the issue or the key relationships between the other elements of the problem, such as context, implications, assumptions, or data and evidence.	<u>Mastering</u> Identifies and discusses conclusions, implications, and consequences considering context, assumptions, data, and evidence.  Objectively reflects upon their own assertions.
Level/Comments:		

## Critical Thinking Rubric

4 = High level excellence in evidence of critical thinking ability and performance

3 = Demonstrable, competent, expected evidence of critical thinking ability and performance

2 = Minimally acceptable, inconsistent evidence of critical thinking ability and performance

1 = Poor, unacceptable evidence of critical thinking ability and performance

- 4
  - A. Analyzes key information, questions, and problems clearly and precisely
  - B. Evaluates material with insight
  - C. Uses inference to reason carefully from clearly stated premises to important implications and consequences
  - D. Uses deductive and inductive reasoning and problem-solving skills consistently and with ease
- 3
  - A. Analyzes key information, questions, and problems competently
  - B. Evaluates material competently
  - C. Uses inference to reason competently from clearly stated premises to important implications and consequences
  - D. Uses deductive and inductive reasoning and problem-solving skills competently
- 2
  - A. Analyzes some key information, questions, and problems competently
  - B. Evaluates material inconsistently
  - C. Uses inference to reason inconsistently from clearly stated premises to implications and consequences
  - D. Uses deductive and inductive reasoning and problem-solving skills inconsistently and weakly
- 1
  - A. Is unable to analyze information, questions, and problems or does so superficially
  - B. Is unable to evaluate material or does so superficially
  - C. Is unable to or infrequently uses inference to reason from clearly stated premises or recognize implications and consequences
  - D. Is unable to or infrequently uses deductive and inductive reasoning and problem-solving skills

## Critical Thinking Rubric

Quality	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.
Distinguishes Types of Claims	Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.	Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.	Successfully separates and labels all the factual, conceptual, and value claims	Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.
Recognizes Stakeholders and Contexts	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify many specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.
Considers Methodology	Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.	Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.	Successfully explains how/why/which methods are most relevant to the problem.	In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.
Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.

## Critical Thinking Rubric

Quality	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Reconstructs Arguments	Fails to identify the major components of the main arguments at stake and to show their logical relations.	Identifies a few of the premises but confuses the conclusion of the main argument in support of the position under consideration (his/her own, or that of others)	Correctly analyzes the arguments and theories; restates its component propositions and reconstructs their relationships correctly.	Not only correctly reconstructs the main argument but does the same for subsidiary arguments and theories, and correctly identifies the kind or status of each of them.
Interprets Content	Fails to identify and choose between the possible meanings of the key terms and propositions included in the arguments and theories in use.	Clarifies the meaning of a few but far from all of the key terms and propositions involved.	Convincingly explains the meaning of all the key terms and main propositions involved in the arguments and theories involved.	Offers finely-grained and original interpretations of a crucial term or proposition involved in the issue.
Evaluates Assumptions	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made.	Identifies some of the most important assumptions, but does not evaluate them for plausibility or clarity.	Identifies and evaluates all the important assumptions, but not the ones deeper in the background – the more abstract ones.	Not only identifies and evaluates all the important assumptions, but also some of the more hidden, more abstract ones.
Evaluates Evidence	Fails to identify data and information that counts as evidence for truth-claims and fails to evaluate its credibility.	Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility.	Identified all important evidence and rigorously evaluates it.	Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for consideration.
Evaluates Inferences	Fails to identify and explain mistakes in the reasoning of others and fails to avoid them in his/her own reasoning.	Successfully identifies and avoids some common mistakes of reasoning but misses less common ones, and does not explain why or how they are mistakes.	Identifies and avoids all mistakes of reasoning and explains some of them.	Not only identifies and avoids all mistakes of reasoning but gives clear explanations of why they are mistakes.

### Critical and Creative Thinking Skills Rubric

Criteria	Level 1 Difficulty Meeting Expectations	Level 2 Progressing Toward Meeting Expectations	Level 3 Meeting Expectations	Level 4 Surpassing Expectations
<b>Thinking/ Inquiry</b> <ul style="list-style-type: none"> <li>• detail</li> <li>• risk taking</li> </ul>	<p>Provides limited specific and accurate detail to support ideas and interpretations</p> <p>Takes limited risks to include unexpected or unconventional observations</p>	<p>Provides some specific and accurate detail to support ideas and interpretations</p> <p>Takes some risks to include unexpected or unconventional observations</p>	<p>Provides considerable specific and accurate detail to support ideas and interpretations</p> <p>Takes considerable risks to include unexpected or unconventional observations</p>	<p>Provides a high degree of specific and accurate detail to support ideas and interpretations</p> <p>Takes a high degree of risk to include unexpected or unconventional observations</p>
	<p>does not recognize problems, gives up / refuses to attempt to problem solve</p> <p>cannot see any path toward solution or sees single (perhaps inappropriate) path to solve problems</p> <p>seldom offers own ideas or pushes own ideas without listening to others</p>	<p>recognizes problems and attempts problem solving with some step by step assistance</p> <p>sees simple and known paths to solution with help</p> <p>hesitantly offers own ideas for solutions or may be over eager to have others listen to own ideas</p>	<p>identifies and understands problems, may need guidance in problem solving approach</p> <p>sees one or more productive paths to solutions</p> <p>readily contributes own ideas for ways to solve problems</p>	<p>independently identifies and understands problems and readily uses problem solving approach</p> <p>independently produces multiple paths for possible solutions</p> <p>adapts and connects own ideas to previous suggestions to improve solutions for problems</p>
<b>Uses imagination and seeks creative solutions to problems</b>				

	<p>dependent on peers or teacher to suggest ways to solve problems</p> <p>unable or unwilling to cooperate in finding solutions</p> <p>has no idea how to begin helping to solve problems</p>	<p>with some help from peers or teacher comes to solutions to problems</p> <p>willing to try to find solutions for problems with assistance</p> <p>suggests an idea for solving problems</p>	<p>independently solves problems and simply explains reasons for choosing solutions</p> <p>offers to help resolve problems</p> <p>listens to others' suggestions and adds own ideas</p>	<p>discovers solutions beyond the obvious and explain the benefits of solutions</p> <p>volunteers several solutions to problems</p> <p>listens to others' ideas and combines with own ideas to create mutually acceptable solutions</p>
Evaluates own work	<p>disputes that s/he is having difficulty when it is pointed out to him/her</p> <p>unable/unwilling to admit a need for help</p> <p>disregards praise or reassurance that s/he is capable of the work required</p>	<p>cannot tell where s/he is having difficulty</p> <p>accepts help for difficulties when it is offered</p> <p>needs frequent reassurance that work is acceptable</p>	<p>able to identify areas for improvement in own work with teacher assistance</p> <p>asks for help when s/he encounters difficulties</p> <p>willing to do extra practice to improve</p>	<p>independently checks to see if s/he has followed directions and completed assignments satisfactorily</p> <p>sometimes uses simple rubric, guideline or checklist to check over or guide work</p> <p>asks for teacher help to make work exemplary</p>

## Creative Thinking Skills Rubric

Creativity is evident in fluency, flexibility, originality, elaboration, curiosity, risk-taking, complexity, and imagination. Two or more of these elements should be present at a score of 3 or higher for work samples to be considered.

	1	3	5
<b>FLUENCY</b>	Lists a limited number of ideas and responses	Lists a sufficient number of ideas or responses	Lists many ideas or responses
<b>FLEXIBILITY</b>	Perceives or approaches the problem in a different way with assistance	Perceives or approaches the problem in a different way	Perceives or approaches the problem in a number of different ways
<b>ORIGINALITY</b>	Generates few clever, unique or unusual ideas	Generates several clever, unique or unusual ideas	Generates many clever, unique or unusual ideas
<b>ELABORATION</b>	Adds details, expands or embellishes ideas with assistance	Expands, develops and embellishes ideas by adding details	Expands, develops and embellishes ideas by adding details and making changes
<b>CURIOSITY</b>	Demonstrates little curiosity and desire to know more about issues	Demonstrates curiosity about issues and pursues additional information	Demonstrates a high degree of curiosity, seeks additional information and independent study
<b>RISK-TAKING</b>	Deals with unstructured situations; experiments and guesses with assistance	Deals with unstructured situations; predicts, guesses, and experiments to a sufficient degree	Demonstrates a high degree of willingness to take chances, defends ideas, experiments, predicts and puts plans into action
<b>COMPLEXITY</b>	Deals with problems; brings order to situations, deals with change when assisted	Seeks alternatives; deals with change and problems, and brings order to situations	Seeks alternatives; deals with intricate problems and ideas, and develops plans into logical order
<b>IMAGINATION</b>	Visualizes plans, ideas and thoughts when assisted	Visualizes plans, ideas and thoughts; sees beyond the practical	Visualizes and imagines plans, thoughts, ideas, outcomes and consequences to a high degree

## Independent and Self Directed Learner Rubric

	4	3	2	1
<b>Sets Goals</b>	<p>Sets challenging, achievable goals to exceed project expectations.</p> <p>Identifies and accesses the resources necessary to achieve goals and exceed project expectations.</p>	<p>Sets achievable goals to meet project expectations.</p> <p>Identifies and accesses some resources necessary to achieve goals and meet project expectations.</p>	<p>Begins task without clearly defined goals; struggles to meet project expectations.</p> <p>Does not identify necessary resources and finds it difficult to meet project expectations.</p>	<p>Makes no effort to identify goals.</p> <p>Makes no effort to identify resources necessary to achieve goals; does not meet project expectations.</p>
<b>Plans Timeline, Monitors and Adjusts as Needed</b>	<p>Creates and sticks to a well-reasoned, detailed timeline.</p> <p>Consistently reviews progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>Asks for and takes into account feedback from many sources.</p> <p>Adjusts strategies to effectively complete goals.</p> <p>Consistently manages time and resources in an efficient manner to achieve goals.</p>	<p>Creates and sticks to a useful timeline.</p> <p>Usually reviews progress and learning experiences to resolve problems that may be interfering with achieving goals.</p> <p>Takes into account feedback from many sources.</p> <p>Adjusts strategies to complete goals.</p> <p>Usually manages time and resources in an efficient manner to achieve goals.</p>	<p>Creates an incomplete timeline.</p> <p>Reviews progress and learning experiences with some assistance to resolve problems that may be interfering with achieving goals.</p> <p>Takes into account some feedback.</p> <p>Makes limited attempts to adjust strategies to complete goals.</p> <p>Manages time and resources with some help to achieve goals.</p>	<p>Does not create a timeline.</p> <p>Reviews progress and learning experiences with ongoing assistance to resolve problems that may be interfering with achieving goals.</p> <p>Does not take into account feedback from others.</p> <p>Does not adjust strategies to complete goals.</p> <p>Needs ongoing help in managing time and resources to achieve goals.</p>



<b>Perseveres</b>	Exhibits strong determination to find an answer or solution.  Monitors commitment to the goals and develops and applies a wide variety of techniques to stay on task.	Exhibits determination to find an answer or solution.  Monitors commitment to the goals, and develops and applies some techniques to stay on task.	Makes an effort to find an answer or solution.  Does not monitor commitment to goals and applies techniques to stay on task with help.	Makes little effort to find an answer or solution.  Does not consider techniques to stay on task, and easily gives up on the task.
<b>Assesses Work and Reflects on Learning</b>	Consistently identifies and describes the criteria and performance standards for quality work.  Identifies clearly what was learned using examples. Identifies strengths and weaknesses of the work in clear terms with examples and identifies areas for improvement.	Usually identifies and describes the criteria and performance standards for quality work.  Identifies clearly what was learned. Identifies the strengths and weaknesses of the work in clear terms with examples and identifies areas for improvement.	Identifies and describes criteria and performance standards for quality work with some help.  Identifies clearly what was learned but does not identify strengths, weaknesses, or areas for improvement.	Cannot identify or describe the criteria and performance standards for quality work.  Reflections do not provide evidence of intended learning.
	Reflects continuously to help in setting new goals. Effectively incorporates lessons learned from successes and failures.	Reflects at the end of the work to help in setting new goals. Incorporates lessons learned from successes and failures.	Does not use reflections to help in setting new goals. May consider but does not incorporate lessons learned from successes and failures.	Reflects on work and sets new goals with help. Does not consider lessons learned from success or failures.

## *Rubric for PROJECT EVALUATION*

(evaluate performance at each stage of the research cycle)

### **1. QUESTIONING**

- \_\_\_ 4      My question is clear, well-focused and requires high level thinking skills in order to research.
- \_\_\_ 3      My question is clear and well focused. My question requires moderately high level thinking skills.
- \_\_\_ 2      My question is incomplete and unclear. My teacher needed to help me form a question.
- \_\_\_ 1      I was unable to come up with a research question.

### **2. PLANNING**

- \_\_\_ 4      I made really good use of my time. I was able to remain focused on the tasks and make changes when I needed to. I was able to develop a clear method to organize my information. I was able to make revisions in my plan when needed.
- \_\_\_ 3      I was able to work within the time frame my teacher gave me. I was able to develop a system to organize my information. I was able to make revisions with help from my teacher.
- \_\_\_ 2      I needed teacher help to list and organize what I needed to do. There are some steps missing in my planning. I made revisions with teacher help.
- \_\_\_ 1      I was unable to come up with an organized plan and work within the time limits.

### **3. GATHERING**

- \_\_\_ 4      I used a variety of resources and carefully selected only the information that answered my question. I was able to continually revise my search based on information I found.

- \_\_\_ 3 I used many resources to find information that answered my question. I tried at revising my search, but had some problems doing so.
- \_\_\_ 2 I used 1 or more sources. Original question or focus guided my search, although I should have made revisions. I made errors in selection of references.
- \_\_\_ 1 I lost focus during the gathering process and therefore my information was not accurate and complete.

#### 4. SORTING

- \_\_\_ 4 I thoroughly selected and organized information that answered my question in a organized way. I selected information that was appropriate.
- \_\_\_ 3 I sorted information and organized information that answered my question without too many errors.
- \_\_\_ 2 I tried to organize the information I found, but I made some mistakes. I wasn't able to completely stay focused on information that would answer my question.
- \_\_\_ 1 I was unable to sort and organize the information I found to answer my question.

#### 5. SYNTHESIZING

- \_\_\_ 4 I used the information I found in a meaningful way to create an original product that clearly answers the question with accuracy, detail and understanding.
- \_\_\_ 3 My product answers the question in a way that reflects learning using some detail and accuracy.
- \_\_\_ 2 My product is not complete and only answers part of the question.
- \_\_\_ 1 My product is incomplete and contains missing details and it isn't completely accurate.

### Self-Directed Learner

Indicators	1 <i>Rarely Demonstrates</i>	2 <i>Sometimes Demonstrates</i>	3 <i>Usually Demonstrates</i>	4 <i>Consistently Demonstrates</i>
Sets priorities and establishes achievable goals and personal plans for learning	<ul style="list-style-type: none"> <li>• Sets achievable goals and personal plans for learning with ongoing assistance</li> <li>• Sets priorities to achieve goals with ongoing assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Sets achievable goals and personal plans for learning with moderate assistance</li> <li>• Sets priorities to achieve goals with moderate assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Usually sets achievable goals and personal plans for learning</li> <li>• Usually sets priorities to achieve goals</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently sets challenging, achievable goals and personal plans for learning</li> <li>• Consistently sets priorities to achieve goals</li> </ul>
Plans and manages time and resources to achieve goals	<ul style="list-style-type: none"> <li>• Manages time and resources with ongoing assistance to achieve goals</li> <li>• Rarely uses a variety of credible and relevant resources</li> </ul>	<ul style="list-style-type: none"> <li>• Manages time and resources with moderate assistance to achieve goals</li> <li>• Sometimes uses a variety of credible and relevant resources</li> </ul>	<ul style="list-style-type: none"> <li>• Usually manages time and resources in an efficient manner to achieve goals</li> <li>• Usually uses a variety of credible and relevant resources</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently manages time and resources in an efficient manner to achieve goals</li> <li>• Consistently uses a variety of credible and relevant resources</li> </ul>
Monitors progress and evaluates learning experiences	<ul style="list-style-type: none"> <li>• Checks on progress and learning experiences with ongoing assistance to resolve problems that may be interfering with learning</li> </ul>	<ul style="list-style-type: none"> <li>• Checks on progress and learning experiences with moderate assistance to resolve problems that may be interfering with learning</li> </ul>	<ul style="list-style-type: none"> <li>• Usually checks on progress and learning experiences to resolve problems that may be interfering with learning</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently checks on progress and learning experiences to resolve problems that may be interfering with learning</li> </ul>

# Rubric for Projects involving Math Applications

*Make qualitative judgments, predict outcomes, form arguments, and make mathematical decisions based on quantitative information*

Scoring Criteria	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Identifies the components of the problem.				
Utilizes appropriate materials for calculation.  <i>Paper Pencil Calculator Graphing Calculator Computer software</i>				
Determines the appropriate formula needed for solution.				
Establishes the appropriate functions and equations.				
Solves the problem.				
Checks the solution using mathematics principles.				
Corrects the answer (if needed).				
Reviews the Math Objective				
Can apply the math solution to a "real world" situation.				
Is able to explain the "real world" application.				

# Analyzing a Primary Source Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

Class \_\_\_\_\_

	Exemplary	Adequate	Minimal	Attempted
<b>Analysis of Document</b>	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author; compares and contrasts author's point of view with views of others	Offers accurate analysis of the document	Demonstrates only a minimal understanding of the document	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document
<b>Knowledge of Historical Context</b>	Shows evidence of thorough knowledge of period in which source was written; relates primary source to specific historical context in which it was written	Uses previous general historical knowledge to examine issues included in document	Limited use of previous historical knowledge without complete accuracy	Barely indicates any previous historical knowledge
<b>Identification of Key Issues/Main Points</b>	Identifies the key issues and main points included in the primary source; shows understanding of author's goal(s)	Identifies most but not all of the key issues and main points in the primary source	Describes in general terms one issue or concept included in the primary source	Deals only briefly and vaguely with the key issues and main points in the document
<b>Resources</b>	Uses several outside resources in addition to primary source	Uses 1-2 outside resources in addition to primary source	Relies heavily on the material/information provided	Relies exclusively on the material/information provided; no evidence of outside resources
<b>Identification of Literary Devices</b>	Analyzes author's use of literary devices such as repetition, irony, analogy, and sarcasm	Mentions author's use of literary devices but does not develop fully	Does not discuss author's use of literary devices	Does not discuss author's use of literary devices
<b>Understanding of Audience</b>	Shows strong understanding of author's audience	Shows some understanding of author's audience	Shows little understanding of author's audience	Shows no understanding of author's audience

## Effective Use of Technology

(The ability to use a variety of technologies effectively.)

	1	2	3	4
Indicators	<i>Rarely Demonstrates</i>	<i>Sometimes Demonstrates</i>	<i>Usually Demonstrates</i>	<i>Consistently Demonstrates</i>
Uses a variety of technologies in producing an idea or product <i>(e.g., word processing, spreadsheet, database, graphics, digitized cameras)</i>	<ul style="list-style-type: none"> <li>Uses a limited variety of productivity tools that demonstrate competency with ongoing assistance</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of productivity tools that demonstrate competency in displaying presentation and content with moderate assistance</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses a variety of productivity tools that demonstrate competency in displaying presentation and content</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses a variety of productivity tools that displays excellence in presentation and content</li> </ul>
Uses a variety of technologies to access and manage information and to generate new information <i>(e.g., on-line surveys and interviews as well as tools to record, organize, and communicate the data using databases and spreadsheets)</i>	<ul style="list-style-type: none"> <li>Uses a limited number of different technologies to access and manage information with ongoing assistance</li> <li>Generates new information that demonstrates effective use of information tools based on accessed information as well as quality of information sources with ongoing assistance</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited number of different technologies to access and manage information with moderate assistance</li> <li>Generates new information that demonstrates effective use of information tools based on accessed information as well as quality of information sources with moderate assistance</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses a variety of technologies to access and manage information</li> <li>Usually generates new information that demonstrates effective use of information tools based on accessed information as well as quality of information sources</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and accurately uses a variety of technologies to access and manage information</li> <li>Consistently generates new information that demonstrates effective use of information tools based on accessed information as well as quality of information sources</li> </ul>
Uses appropriate technologies for communication, collaboration, research, creativity and problem solving	<ul style="list-style-type: none"> <li>Chooses appropriate technology tools to complete product with ongoing assistance</li> </ul>	<ul style="list-style-type: none"> <li>Chooses appropriate technologies to complete product with moderate assistance</li> </ul>	<ul style="list-style-type: none"> <li>Usually selects the most appropriate technologies to complete product and can explain its appropriateness</li> </ul>	<ul style="list-style-type: none"> <li>Consistently chooses most appropriate technologies to complete assignments and can explain its appropriateness.</li> <li>Uses multimedia, electronic devices, email, and/or Internet to expand beyond barriers of classroom</li> </ul>

## Socratic Seminar: Participant Rubric

A Level Participant	<ul style="list-style-type: none"> <li>◆ Participant, through his or her comments, demonstrates a <u>deep knowledge</u> of the text and the question</li> <li>◆ Participant has come to the seminar <u>prepared</u>, with notes and a marked/annotated text</li> <li>◆ Participant, through his or her comments, shows that s/he is <u>actively listening</u> to other participants</li> <li>◆ S/he <u>offers clarification</u> and/or follow-up that extends the conversation</li> <li>◆ Participant offers <u>solid analysis</u> and his/her remarks often <u>refer back</u> to specific parts of the text.</li> </ul>
B Level Participant	<ul style="list-style-type: none"> <li>◆ Through his or her comments, participant demonstrates a <u>good knowledge</u> of the text and the question</li> <li>◆ Participant has come to the seminar <u>prepared</u>, with notes and a marked/annotated text</li> <li>◆ Participant shows that s/he is <u>actively listening</u> to others.</li> <li>◆ S/he <u>offers clarification</u> and/or follow-up</li> <li>◆ Participant offers <u>solid analysis</u> without prompting</li> </ul>
C Level Participant	<ul style="list-style-type: none"> <li>◆ Through his or her comments, participant demonstrates a <u>general knowledge</u> of the text and question</li> <li>◆ Participant is <u>less prepared</u>, with few notes and no marked/annotated text</li> <li>◆ Participant is <u>actively listening</u> to others, but <u>does not offer clarification</u> and/or follow-up to others' comments</li> <li>◆ Participant offers <u>some analysis</u>, but needs prompting from the seminar leader</li> <li>◆ Participant <u>relies more upon his or her opinion</u>, and less on the text to drive his or her comments</li> </ul>
D or F Level Participant	<ul style="list-style-type: none"> <li>◆ Participant comes to the seminar with <u>little understanding</u> of the text and question</li> <li>◆ Participant comes to the seminar <u>ill-prepared</u></li> <li>◆ Participant <u>does not listen</u> to others, offers no clarification or follow-up</li> <li>◆ Participant offers <u>little or no commentary</u></li> <li>◆ Participant offers <u>no analysis</u> and does not in any way refer to the text.</li> </ul>



## General Behaviors Rubric Grades 6-8

<i>Academic Behaviors</i>				
<i>Connects content to theme</i>	4	3	2	1
	Student initiates making general statement/s or product/s which connect content and theme.	Student follows directions on making general statement which connects content and theme.	Student attempts to make connection/s between content and theme.	Student does not attempt to make connection between content and theme.
<i>Applies knowledge and skills</i>	Student exceeds requirements by applying knowledge that demonstrates an expanded understanding.	Student applies knowledge and skills presented.	Student experiences difficulties in approaching standards/requirements.	Student does not demonstrate an ability to apply knowledge and skills.
<i>Takes academic risks/accepts challenges</i>	Student exceeds requirements by going beyond expectations. Initiates connections and extensions to other content areas, personal experiences or current activities. Embraces ambiguity.	Student attempts all activities and assignments consistently with effort. Demonstrates perseverance/persistence. Tolerates ambiguity in the understanding of complex problems and solutions. Makes connections.	Student attempts some activities. Low tolerance of ambiguity; rarely persists when attempting to understand and try complex problems.	Student rarely/does not attempt academic risks. Easily frustrated when faced with complex or ambiguous problems.
<i>Completes assignments</i>	Student completes assignment and extends own learning by elaborating on concepts and applies knowledge in other areas.	Student completes required assignment during time allotted.	Student assignments are incomplete.	Student does not attempt assignments.
<i>Thinking Behaviors</i>				
<i>Demonstrates ability to use problem solving strategies</i>	4	3	2	1
	Student applies problem solving strategies independently across multiple disciplines.	Student applies problem solving strategies across multiple disciplines.	Student rarely attempts problem solving strategies.	Student does not attempt problem solving strategies across multiple disciplines.
<i>Considers new and different approaches, to ideas, issues and problems</i>	Student seeks out new and different approaches to ideas, issues and problems with an open-minded attitude.	Student consistently considers new and different approaches to ideas, issues and problems with an open minded attitude.	Student is resistant to considering new and different approaches to ideas, issues and problems.	Student does not consider new and different approaches to ideas, issues and problems.
<i>Contributes new ideas or alternative solutions</i>	Student consistently initiates new ideas and creates alternative solutions.	Student contributes new ideas and alternative solutions within the context of the lesson.	Student experiences difficulty in contributing new ideas and alternative solutions but may do so with teacher assistance.	Student does not attempt to contribute new ideas or alternative solutions.
<i>Analyzes and evaluates information</i>	Student develops own evaluation criteria and/or challenges analysis.	Student demonstrates reasoning when making an evaluation and/or analysis.	Student evaluation and analysis is not reasoned.	Student does not attempt to evaluate and/or analyze information.
<i>Motivating and Social Behaviors</i>				
<i>Participates in classroom activities with a positive attitude</i>	4	3	2	1
	Student's participation and attitude influences others in a positive way.	Student participates in classroom activities with a positive attitude.	Student experiences difficulties in demonstrating a positive attitude.	Student's attitude in classroom activities negatively impacts other students' learning.
<i>Produces high quality of work</i>	Activities and assignments have been completed and the finished products are beyond expectations in the areas of creativity, and/or the use of critical thinking skills and problem solving.	Activities and assignments have been completed and finished. Products demonstrate some evidence of creativity, critical thinking skills, and problem solving.	Activities and assignments are partially completed or completed without attention to creativity, critical thinking skills, and problem solving.	Student does not attempt to complete activities and assignments.
<i>Cooperates with others</i>	Student willingly encourages and accepts all others in group. Facilitates cooperation within the group.	Student actively listens, shares, and contributes ideas. Accepts others' ideas. Uses appropriate language and attitude toward others. Consistently willing to work with others.	Student has difficulty working with others. Uses negative language and/or attitude toward others.	Student doesn't work in a group, share or accept others' ideas.
<i>Self directed learner</i>	Student exceeds requirements by working independently to expand the learning activities.	Student follows directions and completes learning activities.	Student requires guidance in completing learning activities.	Student does not participate in or attempt the learning activities.

### Independent Study Criteria

	4 points	3 points	2 points	1 point
<b>Information</b>	Shows thoughtful ideas and critical thinking with information. Above average.	Information was arranged in a thoughtful way. Shows signs of independent thought.	Information was included. Shows some signs of independent thought.	Ideas and Information did not come together in a clear and thoughtful way.
<b>Requirements</b>	Goes beyond requirements. Has all required titles, facts, reasons, and references.	Meets the project requirements. Has all required titles, facts, reasons, and references.	Meets most project requirements. Has most required titles, facts, reasons, and references.	Meets very few project requirements; less than required titles, facts, reasons, and references.
<b>Neatness</b>	Work is neatly done.	Marginally legible handwriting, typing, or printing.	Work is not legible in places.	Work is not legible. Project is messy.
<b>Mechanics and Grammar</b>	Project has no errors in punctuation, capitalization, and spelling.	Project has one or two punctuation, capitalization, and spelling errors.	Project has three to five punctuation, capitalization, and spelling errors.	Project has six or more punctuation, capitalization, and spelling errors.
				<b>Total</b>

### Independent Study Rubric

Scoring Criteria	Excellent 4	Good 3	Needs Improvement 2	Unacceptable 1
Identifies a problem.				
Searches the literature for information.				
Develops a list of bibliographic references.				
Researches the topic.				
Prepares a hypothesis.				
Develops an experimental design.				
Identifies deliverable products.				
Conducts experiment(s) (as appropriate).				
Collects data.				
Develops conclusion(s).				
Explains variables.				
Prepares a report using accepted format.				
Includes an outline for the report.				
Includes documentation in the report.				
Includes graphics in the report.				
Organizes the report.				
Presents the report in an acceptable form.				

## Rubric for a Research-based Independent Study Project

	Level 1	Level 2	Level 3	Level 4
<b>Goal Setting and Planning</b>  (Develop the ability to become an independent and self directed learner)	with assistance  rarely identifies personal strengths and growth areas  unclear and imprecise personal plans toward achieving goals	with limited assistance  identifies personal strengths and growth areas with limited skill  develops personal plans with some clarity and precision	independently  reflects to identify personal strengths and growth areas  appropriately develops clear, precise personal plans	independently  consistently reflects to identify personal strengths and growth areas  confidently develops clear and precise personal plans
<b>Use of Information and Resources</b>  (Develop the ability to use advance technologies as a resource and communication tool)	with assistance  limited use of resources  unable to identify suitable resources  research is disorganized with limited depth and/or some inaccuracies	with limited assistance  limited use of resources  identifies a limited number of appropriate resources  research is organized but displays a limited depth and/or some inaccuracies	independently  uses a variety of appropriate resources  research is organized with sufficient detail and general accuracy	independently  always uses a wide variety of appropriate resources  discriminates among resources; able to articulate reasons for choice of resource  research is organized and displays depth and accuracy
<b>Reasoning and Problem Solving</b>  (improve critical thinking skills through instruction incorporating inquiry, analogy, inference, induction, deduction, analysis, synthesis, and evaluation.)	with assistance  uses a few simple ideas and a limited range of appropriate strategies  rarely uses higher order thinking skills	with limited assistance  uses a variety of simple and related ideas with appropriate strategies  occasionally uses higher order thinking skills	independently  uses ideas of some complexity and chooses the most appropriate strategy  frequently uses higher order thinking skills in decision making	independently  uses complex ideas and modifies known strategies or creates new strategies  consistently uses higher order thinking skills in decision making
<b>Presentation</b>  (Develop creative skills)	with assistance  displays limited effort, organization and quality  limited creativity is shown  lacks accuracy in content and mechanics	with limited assistance  displays some evidence of organization and effort to appeal  demonstrates some creativity  limited accuracy in content and/or mechanics	independently  produces organized, appealing products  demonstrates creativity  demonstrates a general degree of proficiency in content and mechanics	independently  produces highly organized and appealing products  demonstrates creativity  demonstrates a high degree of accuracy in content and mechanics

Independent Study Presentation Rubric

Category	1	2	3	4
<b>Time Use</b>	Time was used very poorly. Student seemed unprepared and unrehearsed.	Time was used fairly well. Student seemed slightly prepared and rehearsed.	Time was used quite well. Student seemed fairly prepared and rehearsed.	Time was used very well and student seemed well prepared/ rehearsed.
<b>Presentation Skills</b>	Volume, gestures, eye contact, enthusiasm and fluency were almost never used.	Volume, gestures, eye contact, enthusiasm and fluency were slightly used.	Volume, gestures, eye contact, enthusiasm and fluency were fairly well used.	Volume, gestures, eye contact, enthusiasm and fluency were well used throughout.
<b>Organization</b>	Very disorganized with little structure evident.	Slightly organized with some evidence of structure.	Fairly well organized with clear intro, body and conclusion.	Extremely well organized with clear intro, body and conclusion.
<b>Research</b>	Minimal research was evident.	Some research was evident.	Substantial research was evident.	Thorough research was evident.
<b>Visual Aids</b>	Minimally effective visuals that rarely enhanced information and had little relevance.	Moderately effective visuals that somewhat enhanced information and were relevant.	Substantially effective visuals that enhanced information and were large and meaningful.	Highly effective visuals that enhanced information and were large and meaningful.
<b>Information</b>	Minimally effective.	Moderately effective.	Effective	Highly effective.
<b>Sources</b>	No sources were provided.	Very few sources were provided.	Some sources were provided.	Extensive list of sources was provided.
<b>Time</b>	<4 minutes	4-6 minutes	6-8 minutes	8-10 minutes

## Class Debate Rubric

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
<b>Information</b>	All information was accurate and clear	Most information was accurate and clear	Most information was accurate and clear, but not usually thorough	Information had several inaccuracies or was usually unclear
<b>Rebuttal</b>	All counterarguments were accurate, relevant, and strong	Most counterarguments were accurate, relevant, and strong	Most counterarguments were accurate and relevant, but several were weak	Counterarguments were not accurate or relevant
<b>Organization</b>	All arguments were logical and clearly followed a premise	Most arguments were logical and clearly followed a premise	Arguments were logical, but did not always follow a premise	Arguments were illogical and did not follow a premise
<b>Understanding of Topic</b>	The team clearly understood the topic fully and presented convincingly	The team clearly understood the topic and presented with ease	The team understood the main points of the topic and presented those well	The team did not exhibit an adequate understanding of the topic
<b>Respect for Other Team</b>	Showed high respect for other team in language, responses, and body language	Showed good respect for other team in language, responses, and body language	Showed moderate respect for other team in language, responses, and body language	Language, responses, and body language were consistently disrespectful

## RUBRIC FOR PROJECT WORK

Description of the Criteria in quality terms:	Rating Scale		
	Excellent	Emerging	Keep Trying
<b>Organizational Skills</b>	3	2	1
• applies creative/imaginative approaches	3	2	1
<b>Self-Discipline</b>	3	2	1
• works independently	3	2	1
• seeks assistance as needed	3	2	1
<b>Presentation Skills</b>	3	2	1
• offers well-organized presentations	3	2	1
• demonstrates imaginative format	3	2	1

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# Independent Reading / Creative Project Rubric

55-65

79-70

89-80

100-90

	100-90	89-80	79-70	55-65
Content of the Project	<p>completely fulfilled the project's proposal.</p> <p>produced a project that is well-designed, creative, and appropriate to the content.</p> <p>covered the topic of the project with specific information.</p> <p>credited sources.</p>	<p>adequately fulfilled the project's proposal.</p> <p>produced a project that is well-designed and appropriate to the content.</p> <p>covered the topic of the project with specific information.</p> <p>credited sources.</p>	<p>minimally fulfilled the project's proposal.</p> <p>produced a project that is adequately designed and somewhat related to the appropriate content.</p> <p>omitted important information.</p> <p>provided incomplete credit for sources.</p>	<p>did not fulfill the project's proposal.</p> <p>exhibited no sense of organization or relationship to the content area.</p> <p>omitted much of the basic information.</p> <p>neglected to provide credit for sources.</p>
Visual Elements of the Project	<p>produced a product that is creative, interesting, and easy to see and understand.</p> <p>supported the purpose of the project.</p> <p>fully communicated main ideas.</p> <p>exhibited outstanding effort.</p>	<p>produced a product that is interesting and easy to see and understand.</p> <p>supported the purpose of the project.</p> <p>communicated main ideas.</p> <p>exhibited excellent effort.</p>	<p>produced a product that is somewhat interesting but difficult to see.</p> <p>somewhat supported the purpose of the product.</p> <p>minimally supported the main idea.</p> <p>exhibited a fair effort.</p>	<p>produced a product that is messy, disorganized, and difficult to see and understand.</p> <p>produced a product not related to the purpose of the project.</p> <p>exhibited no effort.</p>